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ABSTRACT

The Language Arts 6-12 Program of the Des Moines Independent Community School District (Iowa) is directed by its mission statement to provide a quality educational program to a diverse community of students where all are expected to learn. The Language Arts supervisor is responsible for supervising and coordinating all aspects of the middle and high school language arts program, including English, drama, forensics, journalism, media, and speech. Aspects of these programs include curriculum development, instructional material selection and implementation, staff development, evaluation, and human resources. The main activities of the language arts supervisor are being visible and accessible to the middle and high school language arts staff, coordinating curriculum development and implementation, supervising the selection of instructional material, overseeing the evaluation of the program, and assisting human resources in personnel decisions. Staff development of language arts teachers is facilitated by the supervisor. The major influence of technology in language arts is in how the word processor can be used to better teach the writing process and in how computers have revolutionized high school journalism. Students continue to do well on the district objectives-based tests and composition tests. A number of students continue to win awards in language arts. The district must continue to hire, encourage, reward, rejuvenate, support, and enable quality teachers. The one equipment need is for computer stations in language arts classrooms. A language arts technology inventory is attached. (RS)

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97-086

LANGUAGE ARTS GRADES 6-12

PROGRAM EVALUATION 1996-97

Jerry M. Wadden

May 6, 1997

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LANGUAGE ARTS
PROGRAM EVALUATION ABSTRACT

CONTEXT EVALUATION

The Language Arts Supervisor is responsible for supervising and coordinating all aspects of the middle and high school language arts program. This includes English, drama, forensics, journalism, media, and speech. Aspects of these programs include curriculum development, instructional material selection and implementation, staff development, evaluation, and human resources.

INPUT EVALUATION

The primary budget expense is $5,802,197 for the salaries and benefits of 129 language arts teachers. The instructional materials budget for 1995-96 was $276,506 and for 1996-97 is $8,900. The Curriculum Development Budget for 1995-96 was $10,738 and for 1996-97 is $4,672.

PROCESS EVALUATION

The main activities of the Language Arts Supervisor are being visible and accessible to the middle and high school language arts staff, coordinating curriculum development and implementation, supervising the selection of instructional material, overseeing the evaluation of the program, and assisting human resources in personnel decisions. Staff development for language arts teachers is facilitated by the supervisor. The major influence of technology in language arts is in how the word processor can be used to better teach the writing process and in how computers have revolutionized high school journalism.

PRODUCT EVALUATION

Language arts is taught to all students in a variety of ways so that all of these students are expected to learn and can learn. Students continue to do well on the district objectives-based tests and the composition tests. A number of students continue to win awards in language arts.

THE FUTURE

The human resource need will continue to be the quality teacher. The most critical need, the quintessential factor, in teaching for learning is the master teacher. The teacher, determining over 95% of what happens in the classroom, is the key to a quality, effective educational program. We must continue to hire, encourage, reward, rejuvenate, support, and enable quality teachers.

The one equipment need is for computer stations in language arts classrooms. This need is directly related to improved instruction, especially in composition. The Plan to Improve Curriculum Management should offer some concrete recommendations on ways to improve curriculum management and, thus, instruction.

A copy of the complete report is available upon request from the Department of School Improvement, Des Moines Public Schools, 1800 Grand Avenue, Des Moines, Iowa 50309-3399. Telephone: 515/242-7884. All evaluation reports are submitted to the Educational Resources Information Center (ERIC) and Educational Research Service (ERS).

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LANGUAGE ARTS 6-12

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May 6, 1997

DISTRICT MISSION STATEMENT

"THE DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT WILL PROVIDE A QUALITY EDUCATIONAL PROGRAM TO A DIVERSE COMMUNITY OF STUDENTS WHERE ALL ARE EXPECTED TO LEARN.

RESPONSIBILITY STATEMENT

THE RESPONSIBILITY OF THE LANGUAGE ARTS SUPERVISOR IS TO PROVIDE LEADERSHIP, SUPPORT, GUIDANCE, AND ENCOURAGEMENT FOR ALL ELEMENTS OF LANGUAGE ARTS SO THAT BOTH TEACHING AND LEARNING PROCEED AS EFFECTIVELY AND EFFICIENTLY AS POSSIBLE IN AN ATMOSPHERE WHERE ALL STUDENTS ARE EXPECTED TO LEARN.

THE TEACHING OF LANGUAGE ARTS IN THE MIDDLE SCHOOL

Composition and literature, the major components of the language arts curriculum, provide opportunities for students to grow. When students value their own experiences as sources for oral and written communication, they grow in self-esteem. As students explore the values and experiences of others through the study of literature, they grow in self understanding and an appreciation of others.

Growth in writing and reading literature is achieved when students are actively involved in these processes. The composition emphasis is on learning to write; the literature emphasis is on reading to learn and literature appreciation. The study of spelling, grammar, usage, and mechanics is enhanced when students have the opportunity to use and refine their skills and thought processes. In order for students to learn and to communicate purposefully, they need to perceive that language conventions and processes are integrated and that they are tools for lifetime learning.

The language arts curriculum is broadly organized by a sequence of objectives. District assessment (objectives-based, checkpoint, and ITBS tests) and teacher observation and evaluation provide baseline data to diagnose student need and organize instruction. Because language growth is developmental in nature, the role of the teacher is to organize the materials and facilitate students' success with the curriculum. The language arts curriculum is the vehicle through which teachers help students develop their communication potential.

THE TEACHING OF LANGUAGE ARTS IN THE HIGH SCHOOL

Communication, the process of sending and receiving messages, will encompass more than studying literature, reading, writing, and speaking in the twenty-first century. Experiences that integrate these areas with listening, viewing, and using information-generating technology will prepare students to function as world citizens in a pluralistic society. In addition, students will need to understand and apply appropriate conventions of language and standard usage to their verbal and non-verbal communication. The Language Arts curriculum will provide the opportunity for all students to learn and practice these and other language arts skills.

THE TEACHING OF DRAMA

Drama courses focus on activities designed to develop an aesthetic of drama as an art form through observation and participation, to build confidence through self-expression, to stimulate creativity, and to understand the relationship between drama and life.

THE TEACHING OF FORENSICS

Forensics, a co-curricular area, focuses on activities designed to develop exploration of literature, research skills, critical thinking, source evaluation, reasoning, analysis, defense of ideas, defense of values, interpretation of options, persuasive speaking, and awareness of current public and social issues.

THE TEACHING OF JOURNALISM

In the twenty-first century both electronic and print media will play an even more vital role in providing information, shaping values, and creating a forum for the exchange of ideas.

The study of journalism promotes awareness of this fact and sharpens thinking, writing, and decision-making skills through an analysis of media sources. This analysis enables students to participate in media production, to become informed media consumers, and to explore careers in this field.

READING AND WRITING: A SUPERVISOR'S VIEW

READING AND WRITING: THE TWO Rs

Reading and writing, key indicators of the thought process and an integral part of that process, are critical in a student's education. Language itself is inextricably bound into the thought process. The words are the symbols of our thoughts. (Try thinking without language.)

So what?

The core of the language arts curriculum is reading and writing. The core is not spelling, not grammar, not usage, not mechanics, not parts of speech, not prefixes, and not interjections. The core is reading and writing.

Spelling, grammar, usage, mechanics, parts of speech, prefixes, and, yes, even interjections are important skills that support writing. But these important, supporting skills are not the core of the language arts curriculum. Students must, however, know the supporting skills in order to improve the main skill, writing.

Mechanics, for example, should be taught as a supporting skill of writing. The understanding of mechanics is certainly necessary for one of the final steps of the writing process. The importance of mechanics should be stressed as it relates to writing.

The language "arts" should not be taught in isolation. In reality, the understanding of how to use commas in direct address is of value only in writing. Correct subject-verb agreement is of value in both writing and speaking, but certainly not by itself.

Supporting skill units should be taught so students understand the conventions of writing. College English professors still expect freshmen to write correctly and still give Fs if papers contain more than one mechanical error per one hundred words. Businesses still expect students to write correctly. The final steps of the writing process stress correct writing. This correctness may have to be taught in units, supporting units. (The specific units [objectives] to be taught are designated in the recently revised grade-level objectives.)

All units should relate to and support reading and writing, should build a better understanding of our language, and should involve and improve thinking. Better communicating skills should be the end result.

All language and all the arts of language are interrelated. Both the beauty of the language and the power of the language emanate from this relationship.

The improvement of reading, writing, thinking, and communicating--this is the language arts curriculum.

CONTEXT EVALUATION

The policies of the Board of Education, district administrative policies, Iowa standards, and federal regulations direct and guide the language arts program of the Des Moines Public Schools.

Governing Policies, Standards, and Regulations

DISTRICT REQUIREMENTS

English

The Des Moines School District requires middle school students to take English in grades 6, 7, and 8.

In high school, the district requires students to earn three units of English credit in order to graduate. That credit is to be earned in English 9, English 10: Composition and Speech, and English 11.

The District also requires students to have one unit of Applied or Fine Arts to graduate. That one unit can be earned in drama, forensics, or journalism, among a long list of other subjects.

Journalism

High school papers and yearbooks are covered by the "Student Publications Policy" of the Des Moines Public Schools. This policy emphasizes these four principles of journalism: (1) Freedom of expression, (2) Responsibility of Expression, (3) Accuracy of reporting, (4) Quality of writing.

College Entrance Requirements

Students who are planning to continue their education at a college or university are strongly advised to take four years of English in high school.

STATE OF IOWA STANDARDS (OCTOBER, 1988):

ENGLISH-LANGUAGE ARTS

12.5(4a) Junior high program, grades 7 and 8. English-language arts instruction shall include the following communication processes: speaking; listening; reading; writing; viewing; and visual expression and nonverbal communication. Instruction shall incorporate language learning and creative, logical, and critical thinking. The following shall be taught: oral and written composition; communication processes and skills, including spelling; literature; creative dramatics; and reading.

12.5(5a) High school program, grades 9-12 (6 units).
English-language arts instruction shall include the following communication processes: speaking; listening; reading; writing; viewing; and visual expression and nonverbal communication. Instruction shall incorporate language learning and creative, logical, and critical thinking. The program shall encompass communication processes and skills; written composition; speech; debate; American, English, and world literature; creative dramatics; and journalism.

g. Fine arts (three units). Fine arts instruction shall include at least two of the following:
(1) Dance. Dance instruction shall encompass developing basic movement skills; elementary movement concepts; study of dance forms and dance heritage; participating in dance; evaluating dance as a creative art; and using dance as an avocation or vocation.
(2) Music. Music instruction shall include skills, knowledge, and attitudes and the singing and playing of music; listening to and using music; reading and writing music; recognizing the value of the world's musical heritage; respecting individual musical aspirations and values; preparing for consuming, performing, or composing; and using music as an avocation or vocation.
(3) Theatre. Theatre instruction shall encompass developing the internal and external resources used in the theatre process; creating theatre through artistic collaboration; relating theatre to its social context; forming aesthetic judgments; and using theatre as an avocation or vocation.
(4) Visual art. Visual art instruction shall include developing concepts and values about natural and created environments; critiquing works of art; evaluating relationships between art and societies; analyzing, abstracting, and synthesizing visual forms to express ideas; making art; and using visual art as an avocation or vocation.

JOURNALISM:

High school journalism classes produce school papers and yearbooks. These journalism activities are covered by the 1989 Iowa Student Press Law.

NATIONAL STANDARDS

National Assessment of Educational Progress (NAEP)

A Congressionally-mandated project, NAEP has measured the scholastic achievement of elementary, middle, and high school students for twenty years. The most current report on writing (1988) measured the achievement of students at grades 4, 8, and 12. The 1992 assessment of reading is in process and utilizes contemporary knowledge about reading and more authentic assessment practices than in the past.

New Standards Project

A privately funded project begun in 1991, the NSP is designed and piloting curricula and assessment tools that will be compatible with an emerging national system of standards and examinations. Language arts and math teachers, grades four and eight, are representing our district in the pilot at the invitation of the Iowa Department of Education.

National Standards Project for English Language Arts

In 1992 the U. S. Department of Education awarded a contract for a three-year project to the National Council of Teachers of English (NCTE), the International Reading Association (IRA), and the Center for the Study of Reading, University of Illinois. Standards are being developed for elementary, middle, and high school English language arts.

In 1995, the U. S. Department of Education began to express doubts about this project and eventually separated from the project. Nonetheless, in 1996, the National Council of Teachers of English and the International Reading Association did publish the following standards.

STANDARDS FOR THE ENGLISH LANGUAGE ARTS
from the
INTERNATIONAL READING ASSOCIATION *and the* NATIONAL COUNCIL OF TEACHERS OF ENGLISH

The vision guiding these standards is that all students must have the opportunities and resources to develop the language skills they need to pursue life's goals and to participate fully as informed, productive members of society. These standards assume that literacy growth begins before children enter school as they experience and experiment with literacy activities -- reading and writing, and associating spoken words with their graphic representations. Recognizing this fact, these standards encourage the development of curricula and instruction that make productive use of the emerging literacy abilities that children bring to school. Furthermore, the standards provide ample room for the innovation and creativity essential to teaching and learning. They are not prescriptions for particular curricula or instruction.

Although we present these standards as a list, we want to emphasize that they are not distinct and separable. They are, in fact, interrelated and should be considered as a whole.

1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e. g. philosophical, ethical, aesthetic) of human experience.

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e. g. sound-letter correspondence, sentence structure, context, graphics).

4. Students adjust their use of spoken, written, and visual language (e. g. conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6. Students apply knowledge of language structure, language conventions (e. g. spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

7. Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e. g. print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

STANDARDS FOR THE ENGLISH LANGUAGE ARTS
from the
INTERNATIONAL READING ASSOCIATION *and the*
NATIONAL COUNCIL OF TEACHERS OF ENGLISH

8. Students use a variety of technological and informational resources (e. g. libraries, databases; computer networks, video) to gather and synthesize information to create and communicate knowledge.

9. Students develop an understanding and respect for diversity and language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

10. Students whose first language is not English make use of their first language to develop competency in English language arts and to develop understanding of content across the curriculum.

11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

12. Students use spoken, written, and visual language to accomplish their own purposes (e. g. learning, enjoyment, persuasion, and exchange of information).

Language Arts Program Overview

This is an overview of all language arts courses, grades 6-12, by grade level, time allotment, course title and description, and adopted instructional materials.

English

Level	Weekly Time Allotment	Title/Description	Instructional/Curriculum Materials
Grade 6	215 minutes 36 weeks	*English 6: Literature, grammar, usage, mechanics, and composition. The writing process is emphasized.	Warriner, English Composition and Grammar, Harcourt Brace Jovanovich, 1988. Madsen, Beginnings in Literature, Scott Foresman, 1985. Beers, Cramer, Hammond, Spelling, Scott Foresman, 1995.
Grade 7	215 minutes 36 weeks	*English 7: Builds upon previously learned skills. Second course in sequence.	Warriner, English Composition and Grammar, Harcourt Brace Jovanovich, 1988. Leuthner, Prentice Hall Literature, Prentice Hall, 1989. Beers, Cramer. Hammond, Spelling, Scott Foresman, 1995.
Grade 8	215 minutes 36 weeks	*English 8: Builds upon previously learned skills. Third course in sequence.	Warriner, English Composition and Grammar, Harcourt Brace Jovanovich, 1988. Janson, Prentice Hall Literature, Prentice Hall, 1989. Beers, Cramer, Hammond, Spelling, Scott Foresman, 1995.
Grade 8	240 minutes 36 weeks	Academy English 8: Central Academy G/T English. Advanced level literature and writing skills.	Flower, McDougal Littell English, Orange Level, McDougal, Littell, 1989. Bradbury, Fahrenheit 451, PermaBound, 1979. Gibson, The Miracle Worker, PermaBound, 1959. Shakespeare, A Midsummer Night's Dream, PermaBound, 1973.
Grade 9	240 minutes 36 weeks	Academy English 9: Central Academy G/T English. Advanced level literature and writing skills.	Littell, Building English Skills, Blue Level, McDougal, Littell, 1985. Rosenberg, World Literature, National Textbook Co., 1992. Homer, The Odyssey, Hershey, Hiroshima. Dickens, Great Expectations. Shakespeare, Romeo and Juliet.
Grade 9	250 minutes 36 weeks	*English 9: Reinforces and extends earlier learned skills in grammar, usage, mechanics, and composition. Literary genres studied.	McDougal Littell English, Orange Level, McDougal Littell, 1989. Elements of Literature, Holt, Rinehart and Winston, 1993.

Language Arts Program Overview

English

Level	Weekly Time Allotment	Title/Description	Instructional/Curriculum Materials
Grade 10	250 minutes 36 weeks	*English 10: One semester of basic speech skills and one semester of language and composition skills.	Senn, Heath English, Level 10, D. C. Heath and Company, 1992. Galvin, Person to Person, National Textbook Company, 1990.
Grade 10	250 minutes 36 weeks	Academy English 10: Central Academy G/T English. Emphasizes American literature, ideas, analysis, critical thinking, and composition through the writing process.	Bernstein, Literature and Language, American Literature, McDougal, Littell, 1992. Flower, McDougal Littell English, Yellow Level, McDougal, Littell, 1989.
Grade 11	250 minutes 36 weeks	*English 11: Emphasizes composition and American literature.	Flower, McDougal Littell English, Yellow Level, McDougal, Littell, 1989. Bernstein, Literature and Language, American Literature, McDougal, Littell, 1992.
Grade 11	250 minutes 36 weeks	AP English: Language and Composition: Emphasizes the analysis of language theories, composition models, and effective writing principles; the student will practice various effective writing styles in order to develop an individual style.	Guth, Essay 2: Reading with the Eye, Second Edition, Wadsworth, 1987. Winterowd, English: Writing and Skills, Complete Course, Holt, Rinehart and Winston, 1988.
Grade 12	250 minutes 36 weeks	Senior English: A survey of British and Western literature and college practice in composition. Writing as a process is stressed.	Senn, Heath English, Level 12, D. C. Heath and Company, 1992. Goheen, Literature and Language, English and World Literature, McDougal, Littell, 1992.
Grade 12	250 minutes 36 weeks	AP English: Literature and Composition: Stresses college-level reading of classics and writing on those readings.	Senn, Heath English, Level 12, D. C. Heath and Company, 1992. Prentice Hall Literature, World Masterpieces, Prentice Hall, 1991.

* Required Courses

Language Arts Program Overview

Drama

Level	Weekly Time Allotment	Title/Description	Instructional/Curriculum Materials
Grade 6	215 minutes 36 weeks	Exploratory Drama: A combination of drama and speech activities that emphasize originality and creativity.	Exploratory Drama, Des Moines Public Schools, 1982.
Grade 8	215 minutes 36 weeks	Drama 8: An introduction to informal and formal drama.	Grade 8 Drama Guide, Des Moines Public Schools, 1982.
Grades 9-12	250 minutes 36 weeks	Drama I: A survey course that teaches the students to utilize and develop self-confidence, poise, basic theatre terminology, appreciation of various dramatic forms and appropriate audience response, awareness of theatre production processes, understanding of theatre literature, knowledge of theatre history, and beginning performance skills.	Cassady and Cassady, An Introduction to Theatre and Drama, National Textbook, 1975. Lee and Grote, Theater Preparation and Performance, Scott Foresman, 1982.
Grades 10-12	250 minutes 36 weeks	Drama II: Provides students the opportunity to investigate more thoroughly the subjects introduced in Drama I. Areas of concentration are theatre history, literature, acting, and play production. Performing is a key component of this course.	Beck and Buys, Play Production Today!, National Textbook, 1983. Cassady, The Book of Scenes For Acting, National, 1985. Dumstra and Snyder, Dynamics of Acting, National, 1981.
Grades 11-12	250 minutes 36 weeks	Drama III: Prepares the more advanced theatre students with advanced concepts in performance and production. An introduction to playwriting, criticism, and auditioning is also included.	Tanner, Basic Drama Projects, Clark, 1982.
Grade 12	250 minutes 36 weeks	Drama IV: Provides intensive work in directing, design, and criticism. Students are expected to apply advanced drama theory to performance and technical work.	

Language Arts Program Overview

Forensics

Level	Weekly Time Allotment	Title/Description	Instructional/Curriculum Materials
Grade 9-12	250 minutes 36 weeks	Forensics I: Teaches the students to recognize and utilize logic, organization, critical thinking, public speaking, objective evaluation, and research. The current high school national debate topic is used for in-class activities. Students investigate the topic area and prepare themselves to defend either side of the national issue.	Hensley and Prentice, Mastering Competitive Debate, Clark, 1982.
Grades 10-12	250 minutes 36 weeks	Forensics II: Provides second-year students the opportunity to examine more critically the debate process. The emphasis is on use of quality evidence and sources, affirmative case writing, and briefing of negative arguments. This course also introduces students to extemporaneous, original, and persuasive speaking, dramatic and humorous interpretation of literature, and mock legislative assemblies.	Frayar and Thomas, Basic Debate, National, 1985. Buys, Beck, and Corbin, Creative Speaking, National, 1984.
Grades 11-12	250 minutes 36 weeks	Forensics III: Geared toward providing the more advanced students with advanced concepts, terminology, written, and oral skills, and training in the ethics of forensics.	Thomas, Advanced Debate, National, 1981.
Grade 12	250 minutes 36 weeks	Forensics IV: Applies advanced debate theory to specific areas of argumentation and judging paradigms. This class allows students to participate on their fourth national debate topic.	Patterson and Zarefskey, Contemporary Debate, Houghton Mifflin, 1983.

Journalism

Grades 10-12	250 minutes 36 weeks	Journalism I: Gives students an understanding of the funciton of a newspaper, develops the skills necessary to produce a newspaper, and prepares them for staff positions on the school newspaper or yearbook.	Ferguson and Patten, Journalism Today!, National, 1986.

Language Arts Program Overview

Journalism

Level	Weekly Time Allotment	Title/Description	Instructional/Curriculum Materials
Grades 11-12	250 minutes 36 weeks	Journalism II (Newspaper): Gives students practical experience in producing the school newspaper.	English and Hach, Scholastic Journalism, Iowa State University Press, 1984.
Grades 11-12	250 minutes 36 weeks	Journalism II (Yearbook): Gives students practical experience in producing the school yearbook. Students apply for and are assigned specific staff positions on the yearbook.	English and Hach, Scholastic Journalism, Iowa State University Press, 1984.

Media

Grade 8	215 minutes 18 weeks	Media 8: An introduction to the study of media. This class produces the school paper.	Media Guide, Des Moines Public Schools, 1983. Harkrider, Getting Started in Journalism, National, 1989.
Grades 10-12	250 minutes 36 weeks	Radio, Television, and Film: A two-semester course dealing with the social effects and the creative aspects of the media. Emphasis is placed on analysis of (1) the recording industry, (2) radio programming, (3) television's impact on society, (4) how television production and programming works, (5) film as an art form, (6) film and society, (7) film production techniques, and (8) media criticism.	Madsen, Working Cinema, Wadsworth, 1990. Biagi, Media/Impact, Wadsworth, 1990.

(Specific language arts curriculum guides are available from the language arts supervisor.)

Language Arts Enrollment Highlights, Fall 1996

Language Arts 6-12

	Fall 1989	Fall 1992	Fall 1996	
English 6	2,247	2,358	2,362	
English 7	2,077	2,367	2,217	
English 8	2,068	2,139	2,049	
English 9	2,189	2,376	2,388	
English 10: Composition and Speech	1,918	2,026	1,979	
English 11	1,765	1,857	1,886	
* Senior English	566	536	683	
* AP English	361	340	324	
Drama I	184	311	323	
Drama II	81	112		
Drama III	33	61		
Drama IV	17	87	242	(II, III, IV total)
Forensics	172	118	112	
Journalism	111	120	128	
Journalism II (Newspaper)	100	80	87	
Journalism II (Yearbook)	107	120	83	
Middle Schools Total	6,390	6,864	6,807	
High Schools Total	7,688	7,902	8,662	

Central Academy Language Arts

English 8	72	116	179
English 9	66	100	171
English 10	36	79	147
AP English: Language and Composition	21	45	109
AP English: Literature and Composition	24	53	69

Fall 1989

	East	Hoover	Lincoln	North	Roosevelt	City
Senior English 137	113	152	42	122	566	
AP English	79	35	84	21	117	361
Total	216	148	236	63	239	927
Percent of Seniors	50%	64%	47%	35%	77%	51%

Fall 1992

	East	Hoover	Lincoln	North	Roosevelt	District
*Senior English	119	92	111	89	125	536
*AP English 46	46	26	75	30	110	340
Total	165	118	186	119	235	876
Percent of Seniors	46%	62%	48%	55%	71%	59%

Fall 1996

	East	Hoover	Lincoln	North	Roosevelt	District
*Senior English	107	109	222	88	157	683
*AP English	73	36	25	21	100	324
Total	180	145	247	109	257	1007
Percent of Seniors	56%	62%	62%	47%	78%	66%

The Goals of Language Arts

The purpose of language arts is to provide a rich language environment in which students use language confidently, independently, creatively, and purposefully for both personal and practical functions. To provide a quality language arts program to diverse groups of students where all are expected to learn. Specifically, the Language Arts Program goals are these:

1. To enable students to achieve at a level of 70% or greater on district objectives-based tests. (Target 1 of the 1996-97 District Improvement Plan.)

2. Students in grades 8 and 11 will achieve the competent standard on the district composition assessment. (Target 2 of the 1996-97 District Improvement Plan.)

3. To involve as many students as possible in quality co-curricular language arts activities.

4. To provide every language arts teacher a computer workstation.

5. To meet or exceed state and district standards and regulations.

6. To implement the anticipated recommendations of Task Force 5 from "The Plan to Improve Curriculum Management" from the Curriculum Management Audit. Task Force 5 deals with curriculum guides.

7. To revise and improve the district English 6, 7, and 8 objectives-based tests as part of the 70% plan.

Footnote: The accomplishment of goals is discussed in the "Product Evaluation."

INPUT EVALUATION

Budget

Sources of Revenue

Language arts teachers are paid from the General Fund. The Instructional Materials Budget and the Curriculum Development/Instructional Materials Selection Budget also help support language arts.

Human Resource Expenditures 1996-97

Middle School:		
52 Language Arts Teachers		
Salaries:	$	1,773,606
Average Salary:	$	34,108
High School:		
77 Language Arts Teachers		
Salaries:	$	2,816,740
Average Salary:	$	36,581
Middle and High School Language Arts Total:		
129 Language Arts Teachers		
Salaries:	$	4,590,346
Benefits (26.4%)	$	1,211,851
	$	5,802,197

Middle School Students (English 6-8)	6,807
High School (English 9-11)	6,680
Grade 12 English	1,007
Drama	565
Forensics	112
Journalism	298
Language Arts Students Total (6-12)	15,469

Cost per Student $375.09

Central Office Administration

Supervisor .5	$ 31,686
Secretary .25	4,680
Benefits (48.9%)	2,289
Totals:	$ 38,655

Salary Explanation:

The 129 (full-time equivalent) language arts teachers' salaries were listed and totaled. That total of $4,590,346 was multiplied by 26.4% to determine the cost of benefits. The cost per student was determined by dividing the total teacher expense of $5,802,197 by the 15,469 students who take one or more language arts classes in grades 6 to 12.

Language Arts Instructional Materials In Use and Expenses

Course	Book Title	Copyright	Cost	Adoption Year
English				
English 6	Composition and Grammar	1988	$55,150	1990
	Beginnings in Literature	1985	18,728	1986
	Scott Foresman Spelling	1995	90,688	1996
English 7	Composition and Grammar	1988	60,918	1990
	Prentice Hall Literature	1989	54,205	1990
	Scott Foresman Spelling	1995	87,890	1996
English 8	Composition and Grammar	1988	53,599	1990
	Prentice Hall Literature	1989	42,047	1990
	Scott Foresman Spelling	1995	96,428	1996
English 8 Academy	Building English Skills	1985	296	1985
	Fahrenheit 451	1979	1,290	1992
	The Miracle Worker	1959	1,232	1992
	A Midsummer Night's Dream	1973	1,166	1992
English 9	McDougal Litell English	1989	88,937	1992
	Elements of Literature	1993	93,546	1993
English 9 Academy	Building English Skills	1985	830	1986
	World Literature	1992	5,531	1993
English 10	Heath English	1992	39,479	1992
	Speech: Person to Person	1990	29,046	1992
English 11	Literature and Language	1992	74,816	1993
	McDougal Littell English	1989	29,495	1992
English 11 AP	Essay 2: Reading with the Writer's Eye	1987	1,404	1989
	English: Writing and Skills	1988	819	1989
English 12	Heath English	1992	32,949	1992
	Literature and Language	1992	26,774	1993
English 12 AP	Heath English	1992	32,949	1992
	World Masterpieces	1991	18,469	1993
Drama				
Drama I	Theater Preparation and Performance	1982	3,112	1986
	An Introduction to Theatre and Drama	1975	2,446	1986

Language Arts Instructional Materials In Use and Expenses

Course	Book Title	Copyright	Cost	Purchase Year
Drama (cont.)				
Drama II	Dynamics of Acting	1981	2,187	1986
	The Book of Scenes for Acting Practice	1985	1,030	1986
	Play Production Today!	1983	2,342	1986
Drama III	Basic Drama Projects	1982	2,569	1986
Forensics				
Forensics I	Mastering Competitive Debate	1982	708	1986
Forensics II	Basic Debate	1979	921	1986
	Creative Speaking	1981	742	1986
Forensics III	Advanced Debate	1979	510	1986
Forensics IV	Contemporary Debate	1983	1,109	1986
Journalism				
Journalism I	Journalism Today	1986	3,084	1986
Journalism II	Scholastic Journalism	1990	2,669	1986
Media				
Media 8	Getting Started in Journalism	1989	2,785	1990
Radio, Television, and Film	Working Cinema	1990	713	1991
	Media/Impact	1990	704	1991
Dictionaries				
Middle School	Scott Foresman Intermediate Dictionary	1997	65,172	1996
High School	The American Heritage College Dictionary, Third Edition	1993	26,823	1996
	Webster's Third New International Dictionary of the English Language, Unabridged	1993	2,969	1996

Language Arts Instructional Materials Adoption Cycle

	Current Use Cycle	Future Use Cycle	Committee Begins Fall of --
Dictionaries 6-12	1996-2006	2006-2016	2004
Drama	1993-2002	2002-2012	2000
Forensics	1993-2002	2002-2012	2000
Journalism	1993-2002	2002-2012	2000
Language Arts 6-8			
Comp/Gr.	1990-2000	2000-2010	1998
Literature	1990-2000	2000-2010	1998
Spelling	1996-2006	2006-2016	2004
Language Arts 8 (Acad)	1992-2002	2002-2012	2000
Language Arts 9 (Acad)	1993-2003	2003-2013	2001
Language Arts 11 (Acad)	1997-2007	2007-2017	2005
Language Arts 9-12: Language/Comp.			
9	1992-2002	2002-2012	2000
10 (Comp/Speech)	1992-2002	2002-2012	2000
11	1992-2002	2002-2012	2000
12 (SR & AP)	1992-2002	2002-2012	2000
Language Arts 9-12: Literature			
9	1993-2001	2001-2009	1999
11	1993-2001	2001-2009	1999
12	1993-2001	2001-2009	1999
Media 8	1990-1999	1999-2009	1997
Radio, Television, and Film	1991-2000	2000-2010	1998
Thesaurus	1990-2000	2000-2010	1998
Title Reading & Writing 6	1993-2003	2003-2013	2001

(01/17/97)

PROCESS EVALUATION

WORK-FLOW INFORMATION

Responsibility Statement:
The responsibility of the Language Arts Supervisor is to provide leadership, support, guidance, and encouragement for all elements of language arts so that both teaching and learning proceed as effectively and efficiently as possible in an atmosphere in which all students are expected to learn. The responsibility of the Instructional Support Services Chair is to coordinate and facilitate the workings of the curriculum subject area supervisors and facilitators.

Organizational Tasks:
The organizational tasks to be performed by the Language Arts Supervisor include planning, implementing, and evaluating language arts programs. Two other tasks are working with Human Resources to hire the best possible staff and interacting with various interested individuals--teachers, students, building administrators, concerned parents, and community members.

The organizational tasks of the Instructional Support Services Coordinator include coordinating general curriculum business, correspondence, and meetings; overseeing the instructional materials adoption cycle and budget; attending and writing minutes for the Teaching and Learning Cabinet; facilitating the District Curriculum Advisory Committee; and scheduling the program evaluation reports.

Organizational Relationships:
The Language Arts Supervisor reports to the Associate Superintendent for Teaching and Learning and the Executive Director of Middle and High School Programs. He supervises indirectly all middle and high school language arts teachers.

Objectives for 1996-97:

WEIGHT (%)	
30%	1. Meet the organizational expectations of the Instructional Division by -- a. being visible and accessible to building and Central Office staff. b. focusing direction in the area of language arts. c. being involved in day-to-day experiences.
20%	2. Support the missions and objectives of the middle and high schools and the goals of the district.
30%	3. As Chair of Instructional Support Programs, (1) coordinate and facilitate general curriculum business, correspondence, and meetings; (2) oversee the instructional materials adoption cycle and budget; (3) facilitate the adoption of textbooks for nonpublic schools; (4) attend and write minutes for the Teaching and Learning Cabinet; (5) facilitate the District Curriculum Advisory Committee; (6) schedule program evaluation reports; (7) and coordinate and direct the curriculum and test revision for the 70% Plan.
10%	4. Coordinate and direct the curriculum revision and materials selection for Advanced Placement English: Language and Composition.
10%	5. Design, implement, monitor, and evaluate a professional growth plan.

DISTRICT IMPROVEMENT PLAN TARGETS

The District Improvement Plan for 1996-97 has these two targets that deal directly with language arts:

1. By the beginning of school year 1999-2000, 80 percent of elementary, middle and high school students will achieve at least 70% mastery on district criterion-referenced assessments of mathematics, reading, language arts, social sciences, sciences, foreign languages, and vocational subjects.

2. By the opening of the 1999-2000 school year, 55%, 60%, 65% and 70% of the students in grades 3, 5, 8 and 11 respectively will achieve the competent standard on the district composition assessment.

1.1 MAJOR EFFORTS

Develop a curriculum and instructional delivery system consistent with the district's beliefs, vision, and mission.

Determine the learning content and processes (the what) that all students must master to successfully access post-secondary and work opportunities.

Develop an instructional delivery system (the how) to provide students an opportunity to develop fundamental and advanced skills.

- **Activities to be Conducted**

> Address the recommendations of the curriculum management audit.

> Develop priorities (student objectives) for learning content and processes.

> Establish expectations for student learning in all curriculum areas.

> Determine scope, sequence, integration, and balance, of core and elective curriculum.

1.2 MAJOR EFFORT

Establish conditions to enhance student mastery of curriculum.

- **Activities to be Conducted**

> Align central office resources to support learning priorities and established district curriculum.

> Integrate technology as a teaching and instructional management tool.

> Provide for and encourage alterations in student learning time to accommodate changing teaching and learning priorities.

> Align assessment/testing programs with learning priorities and established district curriculum.

> Facilitate a comprehensive school improvement process for all schools.

> Provide comprehensive staff development opportunities to support identified learning priorities and established district curriculum.

LANGUAGE ARTS STAFF DEVELOPMENT: A THREE-YEAR PLAN

This is an overview of the Language Arts three-year Staff Development Plan.

1996-1999 Staff Development Goals

1. Improve the quality of instruction in all of the language arts.
2. Increase the English teachers' understanding and use of the writing process.
3. Increase all language arts teachers' understanding and use of computers to deliver instruction.
4. Continue work on a modern and future English 6-12 curriculum.
5. Continue work on the 70% Plan.
6. Revise the Media 8 curriculum.

1996-1997 Staff Development Objectives

1. All middle school English teachers will receive instruction on the new spelling series.
2. High school journalism teachers will receive additional instruction in the most recent publication-producing computer programs for the newspaper and the yearbook.
3. English teachers will receive instruction in know to utilize computers in the teaching of composition.
4. All language arts teachers will be encouraged to take a variety of Effective Teaching courses.
5. All language arts teachers will receive instruction on being a master teacher.
6. All English 6, 7, 8, 9, and 10, teachers will work on the 70% Plan.
7. The Media 8 teachers will revise that curriculum and begin the selection-of-new-materials process.

1996-1997 Staff Development Supporting Activities

1. Summer Workshops, 1996
2. Fall Conference, August, 1996
3. March, 1997, In-Service
4. Building Meetings
5. Department Meetings
6. Teacher Conferences
7. Teacher Workshops
8. Media 8 Curriculum Development Workshop

1996-1997 Funds

1. Training will be arranged or delivered and supported by district staff at no additional cost.
2. Curriculum development activities are funded from the Curriculum Development/ Instructional Materials Selection Committee Budget.

IN-SERVICE AND STAFF DEVELOPMENT SESSIONS

These language arts in-service and workshop sessions were offered to the language arts staff in order to improve instruction, to provide information about language arts, and to offer encouragement.

1993-94

The Rights of the Right

1994-95

"The Power of Perception"
Teaching The Odyssey with Technology
The Future of Digital Imaging in Student Publications
What is Technical English?
Opportunities for Students in Drama, Forensics, and Speech
Common Speaking and Writing Errors

1995-96

"The Challenge of Communication"
Theater for Youth
The 53 Most Common Writing and Speaking Errors
Forensics: Information, Ideas, and Issues

1996-97

"Scenes of the Past"
How to Teach the New Spelling Program
Media for Language Arts
How to Make Romeo and Juliet Fun?
Better English Skills in Only 45 Minutes

Staff Development Conferences and Professional Meetings

In addition to receiving Staff Development in the district, the language arts staff attended numerous professional meetings from 1994 to 1997. Here is a list of those meetings:

Conference	Place	Number of Teachers Attending	Date
Advanced Placement Conference	Drake University	4	November, 1995
Advanced Placement Conference	Drake University	1	March, 1996
Awareness Workshop	Heartland, AEA 11	1	February, 1997
Coalition of Essential Schools	New York	1	November, 1995
Creating Dynamic Middle Schools	Des Moines	1	March, 1997
Drake Writers' Conference	Drake University	1	March, 1996
Education and Research	Des Moines	1	December, 1996
Effective Schools	Scottsdale, AZ	1	February, 1996
English Standards	Heartland, AEA 11	1	January, 1995
Festival of Books	University of Iowa	1	November, 1996
Humanities Seminar	Grinnell College	1	June, 1995
Iowa Advanced Placement Conference	University of Iowa	5	March, 1995
Iowa Association of Alternative Education Conference	Waterloo, Iowa	1	April, 1996
Iowa High School Press Association	Iowa City	1	October, 1996
Iowa High School Speech Association Fall Conference	Des Moines	1	October, 1996
Iowa Advanced Placement Conference	University of Iowa	5	March, 1997
Iowa Talented and Gifted Conference	Ames	1	October, 1996
Iowa Writing Project Conference	Des Moines	2	October, 1995
Iowa Writing Project Conference	Des Moines	1	October, 1996
Meeting the Challenge of Interdisciplinary Instruction	San Francisco, CA	1	February, 1997

Staff Development Conferences and Professional Meetings (cont.)

Conference	Place	Number of Teachers Attending	Date
Midwest Middle School Conference	Minneapolis, MN	1	October, 1995
Midwest Middle School Conference	Des Moines	2	October, 1994
Model Schools	Charlotte, N. C.	1	June, 1996
National Debate Coaches' Association	Glenview, IL	1	September, 1996
National Education Association Minority Leadership Conference	Detroit, MI	1	October, 1996
National Middle Schools Conference	Baltimore, MD	2	October, 1996
National Middle Schools Conference	Chicago, IL	1	March, 1994
North Central Association	Chicago, IL	3	March, 1996
North Central Association	Chicago, IL	3	April, 1997
Quality Schools Conference	St. Paul, MN	1	October, 1996
Reading Conference	Des Moines	1	March, 1996
Restructuring: Putting It All Together	Scottsdale, AZ	1	January, 1995
Risky Business	Des Moines	3	September, 1996
Short Story Conference	Drake University	1	June, 1996
Summer Literary Conference	Des Moines	1	June, 1996
True Colors	Des Moines	1	September, 1994
Work Now and In the Future	Portland, OR	1	November, 1996
Young Adult Literature Conference	Drake University	7	November, 1996
Young Writers' Conference	Drake University	2	February, 1997

Influence of Technology in Language Arts

Technology is a driving force in our society. Because the contemporary workplace relies extensively on computers and technology, graduates who are literate in the application of technology to all forms of communication will have an advantage in higher education and the workplace. The vital link between the classroom and the workplace is technology. Computers can provide immediate feedback to students as they strengthen their literature, reading, and writing skills. Thus, through technology, students will be able to formulate communication skills in a manner now used in business.

Technology belongs in the language arts classroom. Using word processing to write is one of the best composition teaching tools available. An excellent tool for teaching writing is the LCD (liquid crystal display). The LCD enables the English teacher to show the revising process on a computer to the entire class by projecting the computer screen image to a large screen. This technology could be invaluable to the English teacher.

Technology and Journalism

The greatest influence of technology in language arts has been in journalism. During the 1996 fall semester, I asked Jim Tredway, Roosevelt journalism teacher, to comment on technology in journalism. Here is his response, "Thoughts on Technology."

> To what extent has technology enhanced student learning in journalism? To answer that, first consider our philosophy. We are not a pre-professional program, but instead prepare students for the larger task of responsible, effective communication in the public arena as professionals and leaders of all kinds.
>
> One key to a successful life in this public arena is confidence, a sense of competence and self-worth. High school journalism twenty years ago was characterized by amateurish, "pretend" publications--"pretty good for kids...but really!" Desktop publishing has empowered high school students to write and design to their own potential -- which is considerable. Professional looking publications enhanced by the extraordinary potential of word processors can make students feel like serious writers saying serious things. Sometimes they're even right!
>
> Computer technology increases the chances of excellence in three ways. First, the word processor as a computer tool enables student journalists to attain higher levels of correctness. In previous methods of copywriting, the copy, correct or otherwise, left the hands of the writers and editors on its way to the typesetter well before the actual printing. Therefore, the "window" of editing was considerably smaller, even as recently as five years ago. Today, because the copy remains in the hands of writers and editors for a greater portion of the publication cycle, revision of all aspects of the copy is possible. Of course the technology doesn't guarantee good writing, but it does make good writers better and bad writers more readable.
>
> Second, desktop publishing applications teach students that readers take meaning from both print and non-print elements of the page. That integrated relationship of words and images requires a new way of thinking about meaning, and its non-linear nature. Our students who work with PageMaker develop flexible, creative problem-solving skills that transfer to other problem-solving contexts.

Third, the efficiency and speed of word processors and desktop publishing opens the program to a larger number of students. Today we publish more than twice as many pages as The Roundup did in 1987. This semester we will publish 12-page issues four times. In my first year with limited technology, we never published such an issue. This semester we have thirty-one students in the newspaper. Publishing their writing would have been impossible without computers. If we believe that writing for a real audience is a good learning experience, the educational benefits here are obvious. In addition, we are able to afford this because the attractive, professional look of the publications makes increased advertising sales possible. We sell more than twice as many column inches of advertising than we did in 1987.

THE PROCESS TO IMPROVE LANGUAGE ARTS: SO WHAT IS IT?

Process is defined as ". . . a series of actions, changes, or functions bringing about a result." So in language arts, what is this process?

To achieve Target 1 of the District Improvement Plan, for example, the process begins with a committee of teachers discussing and agreeing on the critical objectives, the essential points of English to be taught and tested. The stress is on the depth (mastery) of the learning rather than the breadth. These key taught-and-tested objectives become the written curriculum.

The emphasis now must be on teaching this written curriculum, checking for comprehension, and re-teaching for mastery. Reviewing also becomes a factor.

The third critical element is developing a test to measure students' understanding of these written and taught critical objectives. As with the other steps in this process, teachers are the main ingredients. A group of teachers develop and write a test to measure accurately and objectively students' understanding of these English objectives.

The supervisor facilitates this process and constantly reminds teachers to teach the objectives they have selected. The supervisor also teaches teachers how to teach some of the more challenging objectives.

And this is one example of how process works.

PRODUCT EVALUATION

ANALYSIS OF DISTRICT ENGLISH TEST RESULTS

The Language Arts objectives-based tests are 50-item multiple choice tests to measure student mastery of the district's Language Arts curriculum, grades 6-10. Here is the average percent correct summary of the district results, comparing 1984-85 through 1995-96.

	84-85	85-86	86-87	87-88	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96
Grade 6	63	66	67	65	66	65	71	73	74	74	75	77
Grade 7	57	58	61	59	61	62	67	68	69	70	72	72
Grade 8	67	69	70	69	69	69	68	69	70	71	74	75
Grade 9	53	66	68	69	72	71	70	70	76	77	77	79
Grade 10	62	67	67	67	73	74	73	74	75	75	75	78

The following comparison from 1984-85 to 1995-96 shows the number of test items in a 50-item test that were missed by over 50% of the students taking the test:

	84-85	85-86	86-87	87-88	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96
Grade 6	12	8	8	9	7	8	4	1	0	0	0	0
Grade 7	19	17	14	15	11	13	7	6	6	5	3	1
Grade 8	7	7	6	7	7	7	5	4	4	4	2	4
Grade 9	20	6	3	5	1	3	3	2	2	0	0	0
Grade 10	12	6	9	8	3	4	5	5	4	3	5	2

The improvement has occurred because of increased emphasis on teaching and learning the objectives.

(Complete test results are available from the Language Arts Supervisor.)

THE 70% PLAN

Here is Target 1 from the District Improvement Plan:

By the beginning of school year 1999-2000, 80 percent of elementary, middle and high school students will achieve at least 70% mastery on district criterion-referenced assessments of mathematics, reading, language arts, social sciences, sciences, foreign languages, and vocational subjects.

These results for the District English 6, 7, 8, 9, and 10 objectives-based tests show the percent of students' achieving 70% mastery.

70% Standard

	1992	1993	1994	1995	1996
English 6	62.8%	66.9%	65.1%	68.3%	72.2%
English 7	54.9%	56.1%	58.3%	61.8%	62.3%*
English 8	56.4%	59.1%	62.1%	67.1%	67.3%*
English 9	57.6%	73.2%	72.0%	74.7%	77.8%
English 10	65.4%	68.7%	68.4%	70.6%	78.2%

District Ave.

	1992	1993	1994	1995	1996
English 6	73%	74%	74%	75%	77%
English 7	68%	69%	70%	72%	72%*
English 8	69%	70%	71%	74%	75%*
English 9	70%	76%	77%	77%	79%
English 10	74%	75%	75%	75%	78%

* Pilot (first year of test)

THE 70% PLAN
OBJECTIVES-BASED TESTS
DISAGGREGATED DATA
MAY 1992 AND MAY 1995

These disaggregated 1991-92 and 1994-95 objectives-based test scores show student achievement based on a standard of comparison of 70%. That 70% comparison standard is called The 70% Plan. In other words, this means that in the "All Students" column for Grade 6 that 62.8% of all students taking the test scored at 70% or higher in 1991-92.

Language Arts: Middle School

Test Name	All Students	Females	Males	Non-minority Students	Minority Students	Free & Reduced	Non Free & Reduced
Language Arts Grade 6 1991-1992	62.8 2025	66.4 1061	58.8 964	66.9 1657	44.3 368	45.0 685	71.9 1340
Language Arts Grade 6 1994-1995	68.3 1817	69.7 927	66.9 890	72.9 1449	50.0 368	54.3 690	76.8 1127
Language Arts Grade 7 1991-1992	54.9 1825	62.7 932	46.8 893	57.8 1508	41.3 317	37.2 540	62.3 1285
Language Arts Grade 7 1994-1995	61.8 1838	67.4 988	55.3 850	67.4 1441	41.6 397	45.5 672	71.2 1166
Language Arts Grade 8 1991-1992	56.4 1846	63.1 915	49.8 931	59.0 1529	43.8 317	41.7 516	62.1 1330
Language Arts Grade 8 1994-1995	67.1 1743	70.4 876	63.7 867	70.7 1403	52.1 340	51.7 538	73.9 1205

THE 70% PLAN
OBJECTIVES-BASED TESTS
DISAGGREGATED DATA
MAY 1992 AND MAY 1995

These disaggregated 1991-92 and 1994-95 objectives-based test scores show student achievement based on a standard of comparison of 70%. That 70% comparison standard is called The 70% Plan. In other words, this means that in the "All Students" column for Grade 9 that 74.7% of all students taking the test scored at 70% or higher in 1994-95.

English: High School

Test Name	All Students	Females	Males	Non-minority Students	Minority Students	Free & Reduced	Non Free & Reduced
English 9 1991-1992	57.6	61.6	53.2	60.9	43.1	39.4	62.6
	1634	857	777	1330	304	353	1281
English 9 1994-1995	74.7	79.3	69.7	80.0	55.4	56.1	81.2
	1759	913	846	1382	377	456	1303
English 10 1991-1992	65.4	68.3	62.6	67.7	54.9	56.4	67.2
	1516	738	778	1243	273	259	1257
English 10 1994-1995	70.6	74.1	67.0	73.8	57.4	55.9	74.5
	1517	775	742	1219	298	315	1202

1. The percentage of "All Students" at any grade level achieving at a 70% (or greater) mastery level is highest for English 9 in 1994-95.

2. A greater percentage of females than males are achieving at a 70% (or greater) mastery level on all tests; the difference is less at high school than at middle school.

3. A greater percentage, average 18%, of nonminority students than minority students are achieving at a 70% (or greater) mastery level.

4. A greater percentage, average 22%, of students not on free/reduced price lunches than students receiving free/reduced price lunches are achieving at a 70% (or greater) mastery.

5. A greater percentage of students not on "free/reduced price lunches" achieve at a 70% level or better than "all students," "minority students," and "non-minority students." Grade 10 for 1991-92 is the one exception.

6. The average gain from 1992 to 1995 for all grades, 6 to 10, for these groups was this:

All students	7%
Females	8%
Males	10%
Nonminority	11%
Non free and reduced	11%
Minority	6%
Free and reduced	9%

Here is Target 2 from the District Improvement Plan:

By the opening of the 1999-2000 school year, 55%, 60%, 65% and 70% of the students in grades 3, 5, 8 and 11 respectively will achieve the competent standard on the district composition assessment.

The following test results for the Grade 8 and Grade 11 District Composition Test show student achievement toward this standard.

Grade & Year	All Students	Females	Males	Non-minority Students	Minority Students	Free & Reduced	Non Free & Reduced
Grade 8 1995-96	48.9*	56.5	40.0	54.3	30.0	N/A	N/A
	1808**	973	835	1408	400		
Grade 8 1992-93	40.1	46.5	33.2	42.9	27.1	25.7	45.9
	1830	939	891	1505	325	526	1304
Grade 11 1995-96	60.5	68.1	52.7	64.6	44.4	N/A	N/A
	1457	745	712	1162	295		

* Percent of students achieving the "Competent" standard.
** Number of students tested.

Highlights of District Composition Test Results
(Raw Score Average)

The Composition Test is given every fall. This is an authentic composition test to measure students' grasp of writing skills. An authentic test is a test in which student learning is based on a real-world task. In the composition test, this means writing a paper.

	1990	1991	1992	1993	1994	1995
Grade 8 Holistic	4.7	5.0	5.1	5.2	5.2	5.4
Grade 8 Composite	88.6	90.0	91.3	92.2	90.4	91.8

	1990	1991	1992	1993	1994	1995
Grade 11 Holistic 5.6	5.6	5.7	6.0	5.8	5.8	5.8
Grade 11 Composite	95.0	95.2	97.2	97.5	96.4	95.4

1. Holistic means the evaluator's overall impression of the paper. This is more of a feeling of quality, not a statistical analysis. (The range is 0 to 10.)

2. Composite means the total of all of the writing skills--organization, vocabulary, punctuation, etc.--that are measured. (The score range is from 0 to 138.)

Cohort Analysis of District Composition Test
(Raw Score Average)

This chart compares the same students' results, first in Grade 8 and then three years later in Grade 11.

	1987	1988	1989	1990	1991	1992
Grade 8						
Holistic	5.2	5.2	4.9	4.7	5.0	5.1
Composite	94.5	92.9	89	88.6	90.0	91.3
	↓	↓	↓	↓	↓	↓
	1990	1991	1992	1993	1994	1995
Grade 11						
Holistic	5.6	5.6	5.7	6.0	5.8	5.8
Composite	95.0	95.2	97.2	97.5	96.4	95.4

(Complete Composition Test results are available from the Language Arts Supervisor.)

Availability of Computers in Language Arts*

1. Journalism. One of the best student uses of technology in the district is in high school journalism. The five journalism labs now have 40 computers and 8 laser printers among them.

2. Drama. Each high school drama teacher now has a computer station.

3. Forensics. Each high school forensics teacher now has a computer station.

4. Of the 129 language arts teachers in the district, 97 now have computer stations. (In 1993, this figure was 33.) This is an increase of 64 in the past three years.

Adherence to Language Arts Standards and Regulations

The courses and curriculum of the Language Arts Department meet or surpass all standards and regulations.

The Iowa Department of Education, for example, mandates that six units of language arts be offered at the high school level. The Des Moines School District high school program offers twenty-six.

In fine arts, the state requires three units be offered. Fine arts consists of dance, music, theatre, and visual arts. In theatre alone, the Des Moines School District offers four units.

Observations of the Supervisor of Language Arts

1. During the 1994-95 school year, the language arts supervisor made 186 visits to the middle and high schools.

2. During the 1995-96 school year, the language arts supervisor made 174 visits to the middle and high schools.

3. During this 1996-97 school year, the language arts supervisor has made 118 visits to the middle and high schools.

4. Excellent direct teaching is frequently observed.

5. A class of orderly, motivated students being guided in their language growth by a quality teacher focusing on teaching for learning is the most frequent observation.

6. Various teaching styles and methods permeate the language arts classroom. Five master teachers will have five different teaching styles.

7. Computer technology is influencing teaching and learning. This technology can best be seen in Journalism, but is also changing teaching and learning in English classrooms.

8. The quality teacher is irreplaceable.

*The Appendix is an inventory of language arts technology.

Awards and Honors Received in Language Arts

Student Awards and Honors

Gallup Award 1994-95:

Roosevelt Journalism Department

Iowa High School Press Associaton 1996:

Eddie Ellis	Lincoln	Ad Design
Josh Feathers	Lincoln	Photography

Quill and Scroll International 1996:

Lincoln Railsplitter Paper	Second Place

Voice of Democracy 1996:

Valerie Paulson	North	First in School

ISU Extension "Women In History" 1996:

Abbie Smith	Meredith

Polk County Bar Association Essay Contest:

Ryan Austin	Central Campus	First Place	1995
Eric Groen	Central Campus	Second Place	1995
Josh Mandelbaum	Central Campus	First Place	1996
Sarah Dirks	Central Campus	Second Place	1996

IRS Essay 1995-96:

Tiffany Burford	Central Campus	First Place

Understanding the Human Family Essay Contest 1995-96:

Ben Talcott	Central Campus	Second Place
Adrienne Clark	Central Campus	First Place
Katie Gross	Central Campus	Second Place
Matt Loeb	Central Campus	Second Place
Craig Elbert	Central Campus	Third Place

Brotherhood/Sisterhood Awards Program 1996:

Scott Lerner	Central Campus	First Place	9th Grade

Martin Luther King Writing Contest 1996:

Landna Baccam	East	Third Place Writing

Central City Optimist Club 1994-95:

Wade Pfau	East	First-Essay Division

Awards and Honors Received in Language Arts

Student Awards and Honors

Central City Optimist Club 1994-95:

Gregory Hillson	East	Second-Essay Division
Jennifer Boatwright	East	Third-Essay Division

Optimist Speech Contest:

Panda Ferrell	Hoyt	First Round Winner	1994
Landdon Heck	Hoyt	First Round Winner	1994
Melisa Cross	Hoyt	First Round Winner	1994
Landon Heck	Hoyt	First/Second Round Winner	1995
Nina Moore	Hoyt	First Round Winner	1996
Landon Heck	Hoyt	First Round Winner	1996
Panda Ferrell	Hoyt	First Round Winner	1996

Forensics
(Debate Teams)

Wade Pfau and Jennifer Boatwright	East	Quarters Varsity	Mid-America 1 Cup	1994
Nicole Jacobs and Wade Pfau	East	Quarters Varsity	Concordia College	1994
Matt Heman and Keith Twombley	East	First Novice	UNI	1994
Matt Heman and Keith Twombley	East	First Novice	West	1994
Blaine Moyle and Lauren Rice	East	Second Novice	Metro Novice League	1995
Panda Ferrell and Lauren Rice	East	Second Novice	Metro Novice League	1995
Matt Heman and Gary Schnoor	East	Second Varsity	Roosevelt	1995
Panda Ferrell and Lauren Rice	East	Quarters Novice	West	1995
Sara Huffman and Jamie Swacker	East	Semi's Novice	West	1995
Panda Ferrell and Lauren Rice	East	Quarters Novice	Mid-States Novice	1996
Panda Ferrell and Lauren Rice	East	Second Novice	Roosevelt	1996

Awards and Honors Received in Language Arts

Student Awards and Honors

Gary Schnoor and Keith Twombley	East	Octo's Varsity	West	1996
Zack Peterson and Andy Miller	East	Quarters Novice	West	1996
Jodie Hansen and Katie Naset	East	Semi's Novice	West	1996
Gary Schnoor and Matt Heman	East	Quarters Varsity	Bettendorf	1996
Jodie Hansen and Katie Naset	East	Quarters Novice	Bettendorf	1996
Zack Peterson and Andy Miller	East	Second Place Novice	Bettendorf	1996
Zack Peterson and Andy Miller	East	Octo's Novice	Glenbrooks	1996

(Individual Awards)

Keith Twombley	East	First Novice Speaker	UNI	1994
Keith Twombley	East	First Novice Speaker	West	1994
Katie Naset	East	Second Novice Speaker	West	1996
Katie Naset	East	First Novice Speaker	Metro Novice League	1996
Andy Miller	East	First Novice Speaker	Metro Novice League	1996

Miscellaneous Honors and Awards:

Aimee Hankins	Hoyt	Elks Club Writing Contest	1995-96
Ashley Kemp	McCombs	Accepted for People to People Ambassador Program Travel to Europe.	1996
Quyen Ly	Hoover	Vietnamese American Writing Contest	1994
Nicole Hollengshead	Hoyt	Poem Published	1994

Awards and Honors Received in Language Arts

Student Awards and Honors

Holly Reese	Central Academy	Essay Selected for Publication in textbook on Writing(Holt. Rinehart)	1996

The McCombs team donated $700 to the Make-A-Wish Foundation from a popcan drive that was organized by Kristin Leavengood, English teacher. They allowed a bus load to go through the Holiday Lights tour for free.

Teacher Honors and Awards:

Bette Prey	Hoover	Central Iowa Educators Excellence Award-1994 Graduation Speaker 1994 Teachers of All Seasons Award-1995
Ginger Packard-Johnson	Hoyt	Des Moines Middle School Rotary Teacher of the Year 1994-95
Ruth Harvey	Hoyt	School Board Director (1995), West Central School District 1993-95
Timm Pilcher	Lincoln	Certified Journalism Educator Award 1996
Mike Miller	East	Elected to the Iowa Debate Coaches League Executive Committee - 1993
Janet Millis	Hoyt	Honored at the Connie Belin and Jacqueline Blank International Center for Gifted Education and TalentDevelopment-1996 Recognition Ceremony. (For having been named by a former student, Ronni Caldwell, as an effective teacher in her life.)

Roy J. Carver Grant 1996:
Diane H. Morain, Hiatt Middle School
Kathie Danielson, East High School (House Concepts)

National Endorsement for Humanities Fellowship 1995:
Vicki Goldsmith Roosevelt

Chrysalis Foundation Grant (For Womens Literature) **1996:**
Vicki Goldsmith Roosevelt

Kenneth Stratton Award 1996:
(Iowa High School Press Association Distingushed Service)

Ed Kelly East

Who's Who Among America's Teachers:
Mrs. Bette Prey 1995
Jean G. Ellerhoff 1996
Steve Person 1996

High School Senior Survey 1996

The 1996 graduates, who completed the Senior Survey before graduation, indicated the following about language arts curriculum and instruction.

	English (Avg. Score)	Art, Music Drama (Avg. Score)
1. Appropriate classes provide information about careers.	2.4	2.3
2. Classes provide a variety of meaningful learning activities.	2.1	2.0
3. Classes use materials that treat students equally regardless of race and sex.	1.9	1.9
4. Classes provide for different abilities of students.	2.3	2.2
5. Classes provide preparation for further study or training.	2.0	2.2
6. Students receive frequent, timely feedback of their progress.	2.3	2.4
7. Class sizes are appropriate.	1.9	2.1

Items 3 and 7 received very positive responses. All of the other items received positive responses.

Scale:

1 = Strongly agree
2 = Agree
3 = Neither agree or disagree
4 = Disagree
5 = Strongly Disagree

Language Arts: Strengths and Weaknesses

The most dominant strengths of language arts are these seven: a quality, dedicated, professional staff of teachers; excellent, current instructional materials; the increasing number of language arts teachers who have computers; strong support from all levels of administration; the Reconsideration Committee; current curriculum guides and objectives; and recognition by the community of the importance of reading and writing.

The most obvious weaknesses are these six: some classes are too large; the number of students seen daily by some teachers; the lack of time for the grading of writing; the growing incursion of TV viewing; the poor language habits of Americans; and the lack of time for leisure reading.

The Current State of 1993 Goals

1. Technology: By 2005, all 143 language arts teachers will have computer workstations. By 2005, all middle and high school language arts departments will have access to laser disk players, video disk players, and CD Roms.

   In 1993, 33 teachers had computers. That number has increased in 1997 to 97 teachers.

2. Composition: Students will continue to show growth from Grade 8 to Grade 11. Specifically, the cohort analysis should show an increase of 2 composite points from Grade 8 to Grade 11.

   In composition, the cohort analysis from 1992 to 1995 for Grade 8 to Grade 11 shows an increase from 5.1 to 5.8 on the holistic scale and from 91.3 to 95.4 on the composite scale.

3. Objectives-Based Tests: The results of these tests should show at least a 1% increase every year in grades 6, 7, 8, 9, and 10.

Here are the results (district averages) for 1993 to 1996:

	1993	1994	1995	1996
English 6	74	74	75	77
English 7	69	70	72	72 Pilot Test
English 8	70	71	74	75 Pilot Test
English 9	76	77	77	79
English 10	75	75	75	78

4. Benchmark Mastery of 70%: Each test, grades 6-10 will show an increase of 2% of the students achieving 70% every year.

Here are the results for 1993 to 1996:

	1993	1994	1995	1996
English 6	66.9	65.1	68.3	72.2
English 7	56.1	58.3	61.8	62.3 Pilot Test
English 8	59.1	62.1	67.1	67.3 Pilot Test
English 9	73.2	72.0	74.7	77.8
English 10	68.7	68.4	70.6	78.2

THE FUTURE

PLANS FOR THE FUTURE

1. Composition will continue to be emphasized through the composition tests, the writing process, and computer word processing.

2. The revised English 6 Objectives-Based Test will be piloted in May, 1997. The new English 7 and 8 objectives-based tests will be given in May, 1997.

3. As computers and computer labs are added to the middle and high schools, language arts teachers will be encouraged to use the labs to teach word processing and the writing process to their students.

4. Language arts teachers should plan to help students develop portfolios.

5. Forensics teachers should make even greater use of the two-way video system.

6. The Curriculum Management Audit conducted in December, 1995, was an examination of the design and delivery of curriculum; it focused on teaching, curriculum, and learning. The district's response teams, the task forces, should deliver beneficial recommendations in the areas of meaningful test data, the delivery and monitoring of curriculum, and curriculum guide development. This should lead to improved student learning through improvement curriculum management.

FUTURE NEEDS

1. Every middle and high school language arts classroom should have one computer station. (Only 32 teachers still need a computer; 97 teachers now have them.)

2. Every middle and high school language arts department should have a liquid crystal display. (10 schools)

3. High school journalism computer labs will need updating. (Approximately $50,000)

4. The final need is realistic class sizes for composition instruction. In a recent survey of 10,000 teachers, 87% of the teachers polled thought smaller classes sizes would be effective in working with students.

Freedom and Discipline in English, the 1965 report of the Commission on English, stated that the average English class size should be 25, total load 100. In, 1990, the English Coalition Conference stated that the average English class size should be 20, total load 80. These guidelines are idealistic and met by few, if any, of the public school districts in the United States today. As an English teacher, however, I agree with these guidelines. As an employee of a public school district, I recognize the financial restrictions of the real world.

Composition classes should be limited to 25 students. The teaching of writing is a fine art that involves numerous steps: the assignment; brainstorming, prewriting discussion; writing the first draft; revising; the final draft; and the time consumer--evaluating. All teachers of English are aware of this and should be sensitive to the issue of English class sizes. All classes can not be equal in order to be equitable.

OBSERVATIONS ON THE FUTURE

1. The most critical of all language arts skills is thinking. Language is thinking. Reading is thinking. The best reading is thinking and visualizing. Writing depends on thinking. Language is symbolized thought. This must continue to be stressed.

2. The newly revised middle school English curriculum and objectives will sharpen the focus and increase the emphasis on skill mastery as it relates to composition and communication.

3. Both reading and writing will continue to receive emphasis. From the years of study and research, one fact emerges--to increase writing skills, emphasize reading and writing. A non-reader will continue to be a non-writer.

4. Language arts teachers must realize that technology is a teaching tool. The world of technology continues to develop more efficient, effective ways for students to learn. The current generation may well be the last to use textbooks as educational tools. In addition, textbook inflation, if it continues, will make the purchasing of textbooks prohibitive.

5. Viewing has joined listening, speaking, reading, and writing as one of the language arts. As the technology revolution warps us into the future, viewing will become increasingly critical.

6. The future demands that language arts skills be well taught. Therefore, we must hire exemplary language arts teachers. The teacher will continue to be the key to excellence in language arts.

APPENDIX

LANGUAGE ARTS TECHNOLOGY INVENTORY

School	Name	Computer Brand	Printer		LCD		Television		VCR		Tape Player		Laser Disc	
			Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Central Campus	Sally Cotten	Power Mac 5300/100 LC	X			X	X		X			X		X
Central Campus	Jean Ellerhoff	Mac Quadra 610	X			X		X		X		X		X
Central Campus	Joyce Johnson	Mac LC III		X		X		X		X		X		X
Central Campus	Madeleine Kelly	Mac LC III		X		X		X		X		X		X
Central Campus	Steve Person	Apple-Mac LC II	X			X		X		X		X		X
Central Campus	Pat Ramsey	Mac LC II	X			X		X		X		X		X
Central Campus	Jan Williams	Mac SE	X			X		X		X		X		X
East	Nita Brower	Mac LC 475	X			X		X		X		X		X
East	Diane Crozier	Mac Plus	X			X	X		X		X			X
East	Kathie Danielson	Mac Classic II	X			X		X		X	X			X
East	Dennis Forker	Apple Classic II	X			X	X			X	X			X
East	Julia Hagen	Mac Classic II	X			X		X		X		X		X
East	Ed Kelly	Several Macs (Journalism)	X		X			X		X		X		X
East	Anda Liepa	Mac SE	X			X		X		X	X			X
East	Kay McCollum	Mac Classic II	X			X		X		X		X		X
East	John Raymond	Mac Classic	X			X		X		X		X		X
East	Judy Rush	Mac LC 475	X			X		X		X	X			X
East	Cindy Selden	Power PC 5300/100 LC	X			X		X		X		X		X
East	Jill Shaeffer	Power Mac 5300/100 LC	X			X	X		X		X			
East	John Williams	Power Mac 5300/100 LC	X			X		X		X		X		X
Hoover	Laura Ahrendt	Mac LC II	X			X		X		X		X		X
Hoover	John Eller	Apple IIe	X			X	X		X		X			X
Hoover	Denis Hildreth	Mac Classic II	X			X	X		X		X			X
Hoover	Kirk Johnson	Apple IIgs	X			X	X		X		X		X	
Hoover	Jerry Leventhal	Mac LC 475	X			X		X		X	X			X
Hoover	Bette Prey	Mac Classic II	X				X		X		X			
Hoover	Russ Vanderhoef	Mac Classic II	X		X		X		X		X			X

LANGUAGE ARTS TECHNOLOGY INVENTORY

School	Name	Computer Brand	Printer		LCD		Television		VCR		Tape Player		Laser Disc	
			Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Lincoln	Janice Arthur	Mac Classic II	X			X		X		X		X		X
Lincoln	Mary Berry	Mac Power PC 5300/100LC	X			X	X		X			X		X
Lincoln	Carole Dickey	Mac LC III	X			X	X		X		X			X
Lincoln	Marilyn Groth			X		X	X		X		X			X
Lincoln	Janet Malmberg	Apple PowerMac	X			X	X		X			X		X
Lincoln	Jane Marshall	Mac Power PC	X			X		X		X		X		X
Lincoln	Ricki Pashler	Power Mac 5300/100 LC	X			X		X		X		X		X
Lincoln	Timm Pilcher	1-Power Mac 6100/66, 2-LC II's, 4-Classics, 2-SE's, 1-Plus (Jim.)	X			X		X		X		X		X
Lincoln	Linda Schlak	Mac Classic II, Compac Deskpro 386S	X			X	X		X			X		X
Lincoln	Mary Stimmel	Mac Classic II	X			X		X		X	X			X
Lincoln	Harold Swihart	Power Mac (Apple)	X			X	X		X			X		X
Lincoln	Robin Vanderhoef	Mac LC II Apple	X			X		X		X	X			X
North	John Cebuhar	Mac Classic II	X		X		X		X			X		X
North	Lois Forrester			X		X	X		X			X		X
North	Kimber Foshe	Power Mac 5200/75 LC	X			X	X		X			X		X
North	Jeff Hummel	Mac LC II	X			X	X			X		X		X
North	Robin Hundt	3-Mac Plus, 1-LC II, (Jim.) 1-Mac SE, 2-Power Macs	X			X		X		X		X		X
North	Barbara Keasey	Mac LC 475	X				X		X					
North	Susan Pundzak	Mac 5300 Power PC	X			X	X		X		X			X
North	Jackie Wade			X		X	X		X			X		X
Roosevelt	Sherry Cook	Macintosh	X			X	X		X		X			X
Roosevelt	John Craig	Mac Power PC	X		X		X		X			X		X
Roosevelt	Vicki Goldsmith			X		X	X		X		X			X
Roosevelt	Barb Havighurst	Mac Classic II	X			X	X		X			X		X
Roosevelt	Mark Havighurst	Mac Classic II	X			X	X		X			X		X
Roosevelt	Art Holcomb	Mac Classic II	X			X	X		X			X		X
Roosevelt	David Huston	Mac Powerbook 165	X			X	X		X			X		X
Roosevelt	Bunny Maxwell	Mac LC 475	X			X	X		X			X		X

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LANGUAGE ARTS TECHNOLOGY INVENTORY

School	Name	Computer Brand	Printer		LCD		Television		VCR		Tape Player		Laser Disc	
			Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Roosevelt	Jim Tredway	1-Power Mac 6100, 1-II SI, 1-Power Mac 7100, 2-SES, 1-Quadra, 2-Power Computing 132, 1-Contris, 3-Mac Pluses (Journalism)	X			X	X		X		X			X
Roosevelt	Sharon Wilkinson	Mac Classic II	X			X	X		X			X		X
Casady Alt. Sch.	Doug Baker	1-Classic II, 4-GS	X		X		X		X		X			X
Casady Alt. Sch.	Lynn Hoff	Mac LC II	X			X		X		X		X		X
Casady Alt. Sch.	Kurt Howe	Mac LC 475		X		X		X		X		X		X
Scavo	Bev Arthur	Power Mac 6100/66		X		X	X		X		X			X
Scavo	Julie Pedersen	Mac Classic II, Deskwriter	X			X	X		X		X			X
Scavo	Tom Young	Macintosh	X			X	X		X		X		X	
Brody	Jana Canny			X		X	X		X			X		X
Brody	Patricia Hart	Power Mac 5200/75 LC	X			X		X		X		X		X
Brody	Michelle Morris			X		X	X		X			X		X
Brody	Lloyd Mussell	Mac Classic II	X			X	X		X			X		X
Brody	Connie Sloan	Power Mac 5200/75 LC	X			X	X		X			X		X
Brody	Trish Winter			X		X	X		X		X			X
Callanan	Susan Grundberg	Power Mac 5200/75 LC	X			X		X		X		X		X
Callanan	Celeste McDowell	Mac Classic Apple IIE	X			X		X		X		X		X
Callanan	Diane McLeran	Mac Classic	X			X		X		X	X			X
Goodrell	Becky Blount	Apple IIE	X			X	X		X			X		X
Goodrell	Deb Brennan	Power Mac	X			X	X		X			X		X
Goodrell	Ann Cox	IBM 286 PS2 (Donation)	X			X	X		X			X		X
Goodrell	Melissa Davidson	Mac Classic II	X			X	X		X		X			X
Goodrell	Roberta Kelly			X		X	X		X		X			X
Goodrell	Sandra Petree			X		X	X			X		X		X
Goodrell	Kristy Plummer	Apple IIe	X			X	X		X		X			X
Goodrell	Claudia Richards	Mac SE	X				X		X			X		X
Harding	Sandy Axness	Power Mac 5200/75 LC	X			X		X		X		X		X

LANGUAGE ARTS TECHNOLOGY INVENTORY

School	Name	Computer Brand	Printer		LCD		Television		VCR		Tape Player		Laser Disc	
			Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Harding	Linda Boldt	Mac 575 LC		X		X		X		X	X			X
Harding	Linda Brown	Mac LC 475, Hewlett Packard Deskwriter 540	X			X		X		X		X		X
Harding	Toma Cox			X		X	X		X		X			X
Harding	Shirley Hetherington	SG 3331QTD21		X		X		X		X		X		X
Harding	Lisa Hofmann	Mac Classic ISI		X		X	X		X			X		X
Harding	Shelly Johnson	Power Mac 5200/75 LC	X			X		X		X		X		X
Harding	Linda Shannon	Power Mac 5260	X			X		X		X		X		X
Hiatt	Diane Morain	5-Macs, 5E 30, 6200CD, 2-I provided, 1-Grant-5260CD, 2-SWS 5400/120, 5200/TSLC	X			X	X		X		X			X
Hiatt	Karen Presswood	Mac LC II	X			X		X		X		X		X
Hoyt	Meg Faidley	IBM/P50	X			X	X		X			X		X
Hoyt	Marsha Hale	IBM 350-P100, H. P. Deskjet 540	X			X	X		X		X			X
Hoyt	Ruth Harvey	IBM-P50	X			X	X		X			X	X	
Hoyt	Ginger Johnson	IBM-P50, 350-P100	X			X	X		X			X		X
Hoyt	Sharon Koelling	IBM-P50	X			X	X		X			X	X	
Hoyt	Julie Logan	IBM 350 P100		X		X	X		X			X		X
Hoyt	Jean Mackey	IBM-P50	X			X	X		X			X		X
Hoyt	Becky Meade	IBM 350 P100	X			X	X		X			X		X
Hoyt	Janet Millis	IBM Pentium 50	X				X		X		X		X	
McCombs	Justin Aten			X		X		X		X	X			X
McCombs	Pete King			X		X		X		X		X		X
McCombs	Kristin Leavengood			X		X	X		X					X
McCombs	Cynthia Sayles	Mac Classic	X					X		X		X		X
McCombs	Keri Jo Schlueter	2-Apple 2E's, Mac LCIII	X			X		X		X		X		X
Meredith	Linda Coogan	IBM 350-P100	X			X	X		X			X		X
Meredith	Donna Hendrick	IBM 330 DX2	X		X		X		X			X		X
Meredith	Terry Parrish	IBM	X			X	X		X			X		X
Meredith	Jane Petree	IBM Windows 95	X			X	X		X			X		X
Meredith	Cate Seeley	Power Mac, IBM 350-P100	X			X	X		X		X			X

LANGUAGE ARTS TECHNOLOGY INVENTORY

School	Name	Computer Brand	Printer		LCD		Television		VCR		Tape Player		Laser Disc	
			Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Meredith	Barb Van Roekel	Power Mac, IBM P50	X			X		X		X		X		X
Meredith	Phillip Wiggins	IBM	X				X		X			X		X
Merrill	Betsy Armstrong-Jayne	Mac Classic	X			X		X		X		X		X
Merrill	Jan Blazanin	Mac Classic	X		X			X		X		X		X
Merrill	Judy Campbell	Apple-Mac Classic	X			X		X		X				X
Merrill	Mary Holwell	Mac Classic	X		X									X
Merrill	Joy Sundberg	Power Mac 5200	X			X		X		X		X		X
Merrill	Susan Wistey	Mac Classic	X			X		X		X		X		X
Weeks	Cathy Dodds	Mac SE	X			X						X		X
Weeks	Mary Jane Koutre			X		X	X		X			X	X	
														03/25/97